

Dixit: Story Book

You will be playing a game of Dixit!

Rules of the Game

- On your turn,
 - You choose a card from your hand and place it face down on the table and say a hint.
 - Other players will then choose a card from their own hand that corresponds to your hint. These cards are shuffled and placed face up on the table.
 - Players will then vote for what they think your card is. You will get a fixed amount of points as long as one person votes for your card unless everyone votes for it.
 - Players whose cards got votes will also receive points
 - Tabulate the points and it is the end of your turn and it is the next player's turn
- The player who reaches 30 points first wins the game.

Your Task

- Playing through the game gives you a good idea of the variety of the art portrayed on the cards.
- You will use 10 cards to create a children's storybook. The cover page and endpage should be created by you and is not included in the 10 cards.

Questions to Consider

- *What is the theme of the story?*
- *Who are the characters in your story?*
- *How do your actions formulate the plot?*
- *What point of view or perspective will you use?*
- *What are the emerging conflicts from your playthrough?*

Check-Bric

Knowledge & Understanding	
I have effectively incorporated all the necessary cards in my storybook.	□□□□□□□□□□
The audience of my storybook is evident, it is reflected in the tone and language of the book	□□□□□
Application	
I have used the Dixit cards to help develop my story with a theme.	□□□□□
I have developed the characters of my story so they fit the world of my storybook and not feel out of place	□□□□□
Communication	
Correct use of used spelling, grammar, syntax, punctuation and form in my short story.	□□□□□
I maintain an appropriate narrative point of view and have a consistent voice and style in the story.	□□□□□□
My story reads well and articulates the elements in a clear, and creative manner.	□□□□□□
Thinking & Inquiry	
My outline highlights the order of the cards that I will be using. It provides an idea of why the order matters.	□□□□□□
My outline for my storybook reflects the final product to ensure that proper English writing process was adhered to.	□□□□□□
I have completed a playthrough of the game.	□
Total	/60

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

<u>Learning Skills and Work Habits</u>	Needs Improvement/Satisfactory/Good/Excellent
Responsibility • I have completed all of my tasks on time	N S G E
Independent Work • I have come prepared to work on my storybook when given time.	N S G E
Initiative • I have sought guidance/clarification when necessary and helped my group as necessary.	N S G E
Organization • I have submitted all components of the storybook.	N S G E
Collaboration • I have worked well with my fellow game mates and provided feedback for others' progress.	N S G E
Self-Regulation • I have used class time effectively to complete my storybook.	N S G E

Teacher Considerations: Expectations

Writing

- 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
 - 1.1 identify the topic, purpose, and audience for several different types of writing tasks
 - 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing
- 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
 - 2.1 write for different purposes and audiences using several different literary, informational, and graphic forms
 - 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
 - 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience
 - 2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
 - 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
 - 2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations
- 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
 - 3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly
 - 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose
 - 3.3 use punctuation correctly to communicate their intended meaning
 - 3.4 use grammar conventions correctly to communicate their intended meaning clearly
 - 3.5 proofread and correct their writing, using guidelines developed with the teacher and peers

Grade 9, English, ENG1D

- 3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience
- 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations